



GETTING UP ON THE BALCONY/WATCHING THE DANCE FLOOR

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Acknowledgements



- ◆ Heifetz, RA and Laurie, DL (1997). The Work of Leadership. Harvard Business Review.
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- ◆ Parks, SD (2005). Leadership can be Taught.
- ◆ Harvard Press.



Defining the Issues



- ◆ Everyday life forces us to deal with issues and problems:
- ◆ Some problems are well-circumscribed, narrow-band or technical;
- ◆ Narrow band problems can often be resolved by applying a particulate knowledge set to resolving them;
- ◆ Narrow band problems can also usually be resolved by expertise developed over time as a result of experience.



Defining the Issues



- ◆ Other problems or issues are broad-band issues, meaning that they are less problems than dilemmas (Heifetz, 2004);
- ◆ These are often multifaceted issues that include what have been called “softer” considerations;
- ◆ Such “softer” considerations might include how people feel, what values they hold, and how they might respond to a particular problem resolution.



Adaptive Challenges/ Rush to Judgment



- ◆ Examples of dilemmas masquerading as problems might include:
- ◆ Diagnosing and treating a patient with a major illness;
- ◆ Access to care;
- ◆ Benefit inclusion;
- ◆ Cessation of services.



Either/Or/Both?



- ◆ Often a dilemma will be resolved using a technical response—a response that appears to resolve the problem but is really about clearing an uncomfortable issue off the desk;
- ◆ Alternatively, dilemmas frequently require both technical (narrow-band) and adaptive challenge (broad-band) resolution;
- ◆ In the latter case, the ability to take the perspective of the other side of an argument is critical to resolving the issue appropriately and effectively.



Balcony to Dance Floor...and Back



- ◆ Getting on the Balcony
- ◆ Identifying the adaptive challenge
- ◆ Regulating distress
- ◆ Maintaining disciplined attention
- ◆ Giving the work back to the people
- ◆ Protecting voices of leadership from below

Knowing the Difference

Area of Focus	Technical	Adaptive
Direction	Define/resolve problem	Identify the challenge/frame key questions/issues
Protection	Protect from external threats	Disclose external threats
Roles	Orient to existing roles	Disorient current roles;Resists orienting people to new roles too quickly
Conflict	Restore order	Exposes conflict or lets it emerge
Norms	Maintain norms	Challenges norms



Helpful Hints

- ◆ **Narrow band definition:** “Thinking about claims, theories, etc in a special, skeptically deliberative, evaluative way”;
- ◆ **Broad band definition:** “Employing certain concepts, tools or mechanisms that are employed everywhere...using an appropriate vocabulary...resulting in certain habits of mind that transfer from one subject/situation to another”.



Representative Statements



- ◆ Technical: “Argumentation belongs at the center of critical thinking, as a sine qua non of the enterprise”....
- ◆ Adaptive: “Attention is the currency of leadership”...

Necessary Tools to Bring to the Table

- ◆ Identifying and defining the issue;
- ◆ Focusing attention on all sides of the issue and not engaging in stress-reducing distractions.



Necessary Skills for Policy Formation

- ◆ Keeping the level of distress within a tolerable range;
- ◆ Insisting that the people involved must develop responsibility for resolving the issue;
- ◆ Protecting voices of leadership that do not have formal authority, using discourse as a strategy.





Other Ways to Divide Issues



- ◆ Paul (1985) suggests that all issues are:
 - ◆ Mono-logical (having one structure of reality)
- or
- ◆ Multi-logical (having more than one structure of reality)

Monological Issues

- ◆ Have one set of rules that define the system or issue
- ◆ Examples would be:
- ◆ Games;
- ◆ Legal rules of evidence;
- ◆ Medical coding;
- ◆ Developing/writing code for a new software application.
- ◆ *They are technical problems with established rules for resolution.*



Multilogical Issues



- ◆ Recognizes and supports two or more competing and/or complementary frames of reference:
- ◆ The need to attend to both *process and outcome*;
- ◆ Physical and emotional sensations during treatment procedures;



Multilogical Issues



- ◆ Selection of appropriate responses or interventions;
- ◆ Experiences in which alternatives or outcomes are vague, ambiguous, or uncertain.
- ◆ *They are dilemmas requiring adaptive challenge resolution.*

Characteristics of Leadership Groups

- ◆ Principles of Transformative Leadership (Alexander Astin and Helen Astin):
- ◆ **Collaboration:** The Cornerstone preferred to “Leader/Follower” or “command/control”;
- ◆ **Shared purpose:** Reaching agreement on common purpose is the most difficult challenge for any group.

Characteristics of Leadership Groups

- ◆ **Disagreement with respect:** Principle of civil engagement;
- ◆ **Division of labor:** Each is required to make a significant contribution/be knowledgeable of the contributions of others;
- ◆ **A learning environment/a learning organization:** Acquire shared knowledge, interpersonal competencies, technical skill.